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Introduction to Identity

Embarc programming aims to support students as they explore, discover, and understand who they are and who they want to become. These identity lessons offer students a chance to explore their unique identities; understand their values, beliefs, and history; and develop their skills in presentation through the narrative of their stories. Throughout these lessons, Embarc teachers and students will build positive relationships and a deeper understanding of each other in order to foster a safe place for learning and growth.

The following lessons give students the opportunity to develop and explore the following Key Factors and Foundational Components that are outlined in Foundations for Young Adult Success by The University of Chicago's Consortium on Chicago School Research.

- **Integrated Identity** is a sense of internal consistency of who one is across time and across multiple social identities. An integrated identity serves as an internal framework for making choices and provides a stable base from which one can act in the world.
- **Mindsets** are beliefs and attitudes about oneself, the external world, and the interaction between the two. They are the default lenses that individuals use to process everyday experiences. Mindsets reflect a person's unconscious biases, natural tendencies, and past experiences.
- **Values** are ideals or beliefs about what is good or bad and what is desirable or undesirable. They are important, enduring, and often culturally defined. Values develop through a process of exploration and experimentation, where young people make sense of their experiences and refine what they hold as important ideals.

These Identity lessons will allow students to practice and develop mastery in the following Common Core State Standards and 21st Century Skills.

Common Core State Standards

- **CC.9-10.SL.1 Comprehension and Collaboration:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.9-10.4 Presentation of Knowledge and Ideas:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

21st Century Skills

- **Learning and Innovation Skills:**
  - Think Creatively
  - Work Creatively with Others
  - Communicate Clearly
  - Collaborate with Others

Activity

ARC Objectives:

- **(A) Encounter. Understand:** Examines models
- **(R) Describe + Evaluate. Discover**: Talk about feelings + thoughts related to experiences

Timing: 30-35 minutes

Resources/Materials:

-

Opening Discussion: Today's lesson will focus on the first, most basic definition of identity—who someone is: the name of a person. Have students share their reflections from the journal prompt. Encourage students to reflect on the similarities or differences in their experiences with their names.

After discussing the two name poems, explain to students that they will now create their own name poems. Students can use the instant name poem template, create a list poem like Danez Smith, or create a poem of a different style.

Gallery Walk: Once students have completed their name poems, have students hang these around the room for a gallery walk. Give students sticky notes to record reactions/affirmations/connections to other poems.

Student Activism
ARC Unit Objectives

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Resources/Materials:

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Throughout the Embarc curriculum, students are provided opportunities to develop the key factors and foundational components to young adult success through the Action Reflection Cycle (ARC). In the graphic below, you can learn more about our ARC objectives.

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Revised, June 2017

EmbARC (Action Reflection Cycle)

Active Aspects		Discover	Understand	Lead
Reflection = *Making Meaning*	Integrate	▪ Relates previous experiences to inform actions in familiar settings ▪ Recognizes "I did that"	▪ Makes use of previous experiences of self and others to inform actions in a wide range of settings ▪ Understands "I did that; I'm the kind of person who can"	▪ Adapts to a wide range of settings ▪ Believes "I did that; I'm the kind of person who can; I belong anywhere"
	Envision	▪ Creates a negative image of what one wants to avoid ▪ Creates a positive image of what one wants to become	▪ Classifies specific behaviors and/or strategies that will promote or derail future visions	▪ Assesses & regulates current behavior/mindsets
	Connect	▪ Talks about learning and relates to past experiences/knowledge	▪ Identifies & defines connections between new ideas/experiences and personal values	▪ Incorporates connections into personal choices
	Describe & Evaluate	▪ Talks about feelings & thoughts related to experiences ▪ Identifies obstacles that create a fixed mindset	▪ Uses experience and/or feedback to decipher between better and worse options ▪ Identifies current mindset and responds vs. reacts	▪ Relates meaning to self and "owns" experiences ▪ Exhibits a growth mindset by valuing the process over the product
Action = *Building Skills*	Contribute	▪ Acts with a purpose ▪ Follows clear directions	▪ Creates a plan of action to achieve a goal	▪ Executes a plan ▪ Values personal contributions & extends gratitude to others
	Choose	▪ Recognizes constraints/weaknesses ▪ Recognizes advantages/strengths	▪ Weighs values ▪ Makes decisions/Identifies goals	▪ Considers how decisions will affect their future (agency)
	Practice	▪ Experiences new skills by watching and mirroring others ▪ Connects with others to develop skills ▪ Experiences failure and keeps trying	▪ Applies new skills/ideas in a creative way ▪ Uses experience and/or feedback to inform next steps	▪ Develops expertise ▪ Demonstrates deep-rooted motivation/focused effort ▪ Views failure and/or feedback as an opportunity to learn
	Tinker	▪ Takes on different perspectives ▪ Negotiates ideas with others	▪ Thinks beyond what is currently possible ▪ Experiments with new ideas	▪ Creates innovative solutions/products ▪ Evaluates the outcomes
	Encounter	▪ Watches others; observes novel work	▪ Examines models	▪ Creates and/or shares products

Building Foundations for Young Adult Success Through Developmental Experiences

The Stages of the Action-Reflection Cycle (ARC) inform the foundations for young adult success by engaging the active aspects of the action/reflection cycle. New experiences/information allow learners to *build skills* during the action stages; while the reflection stages allow learners to *make meaning* by transferring skills to knowledge and integrating learning into their lives. In Embarc these skills are spiraled throughout the program in order for students to encounter active aspects of each stage over time; thus increasing a learner's opportunities to make connections and creating more robust pathways for integrating the foundational components of young adult success: self-regulation, knowledge and skills, mindsets, and values.

Below indicates which Active Aspects are presented the most frequently throughout this unit:

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Timing: 30-35 minutes

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Gallery Walk: Once students have completed their name poems, have students hang these around the room for a gallery walk. Give students sticky notes to record reactions/affirmations/connections to other poems.

ARC Objectives

Action	Reflection
(A) Practice: Discover, Understand	**(R) Describe + Evaluate: Discover**
(A) Encounter: Understand	**(R) Connect: Discover, Understand**
(A) Choose: Understand	

Introduction to Identity Lessons
Lesson Overview

Each of these lessons were intentionally designed so that they can be used as stand alone lessons. However, if you are interested in using these in a sequential order to create a unit, we suggest the following order of lessons.

Lesson	Activities	Materials
Defining Identity + Self-Awareness	• Introduction to Identity Discussion • Circle Up • Self-Awareness	• Emotional Intelligence Inventory
The Power of a Name	• Name Poems exploration • Name Poem creation • Gallery Walk	•

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Core Values	• Would you rather? • Once Upon a Time • My Core Values	• Blank Paper • My Core Values
Social Identities	• Agents of Socialization • Social Identity Wheel • Social Identity Timeline	• Blank Paper • Social Identity Wheel
Self-Reflection Techniques	• Self-reflection discussion • Reflection Techniques	• Guided Meditation for self-reflection • Blank Paper • Self-Reflection Prompts • Supplies for visual reflection (e.g. markers, crafting supplies, play-doh, construction paper, magazines to cut out, etc.)

If you implemented these lessons as a mini unit, you can use the following lesson as a culminating project to close out the unit. Note: this culminating project can also be implemented as a stand alone project.

Potential Culminating Project

Personal Logos	**Activities** • Objects Purpose • Hidden Meanings Behind Logos • Personal Logo Creation • Presentation of Logos	**Materials** • Computer access for research/final presentation

➕ Click on the Lesson Title to go directly to lesson
➕ Student materials follow each lesson where applicable.

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Introduction to Identity
Defining Identity + Self-Awareness

Opening

Timing: 5-8 Minutes

Resources/Materials:

- Journal prompt on display

Journal: What does identity mean to you? How often do you think about your identity? Is identity important to you? If so, why? If not, why not?

Activity

ARC Objectives:

- **(A) Practice. Discover:** Connects with others to develop skills
- **(R) Connect. Discover:** Talks about learning + relates to past experiences / knowledge
- **(R) Describe +**

Introduction to Identity: Explain to students that Embarc believes that each student has a powerful voice and story that should be valued and heard. These lessons will support students as they explore their unique identity; understand their values, beliefs, and history; and develop their skills in presentation as they explore different mediums to share their story.

Opening Discussion: As a class, share reflections to the journal prompt.

As students are sharing their reflections, encourage students to consider the similarities and differences in their answers. As a class, create a shared definition of identity.

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Activity

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- ➕ **(A) Encounter. Understand:** Examines models
- ➕ **(R) Describe + Evaluate. Discover**: Talk about feelings + thoughts related to experiences

Timing: 30-35 minutes

Resources/Materials:

-

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Evaluate. Discover: Talk about feelings + thoughts related to experiences

Timing: 30-35 minutes

Resources/Materials:

- Emotional Intelligence Inventory

Circle Up: Conduct this community builder to get students thinking about different identities they may hold and similarities or differences they may have with their classmates.

- Instruct students to make a big circle facing inwards.
- As a facilitator, you will read a statement. If that statement applies to you, you will step into the middle of the circle.
- Participants should take note of who is in the center of the circle and who is on the outside before resetting each round.
- Facilitator will ask participants to "reset" by returning to the outside circle. Then, the facilitator will read the next statement and the process repeats.
- Prompts:
  - I am the youngest/middle/oldest/only child.
  - _____ is my favorite subject.
  - I am an athlete.
  - I have a pet.
  - I have traveled out of the country.
  - I have a job.
  - I live on the ____ side of Chicago.
  - I was born outside of Chicago/Chicago suburbs.
  - I speak another language other than English.
  - I practice a religion.
  - I am an immigrant/someone in my family is an immigrant.
  - I am multi-racial.
  - I feel comfortable sharing my social identities (e.g. race, ethiniticity, socio-economic status, sexual orientation, etc.) with someone new.

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Resources/Materials:

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Gallery Walk: Once students have completed their name poems, have students hang these around the room for a gallery walk. Give students sticky notes to record reactions/affirmations/connections to other poems.

- **STOP + REFLECT:**
  - What's something you were surprised by in this activity?
  - What's something you had in common with someone else?
  - How did it feel to step into the circle? Were some prompts easier to respond to than others? If so, which ones? Why?

Self-Awareness: Explain to students that exploring and understanding who we are requires emotional resilience and self-awareness. Self-awareness is having a clear perception of your personality, including strengths, weaknesses, thoughts, beliefs, motivation, and emotions. Self-awareness allows you to understand other people, how they perceive you, your attitude and your responses to them in the moment.

Today, students will take an Emotional Intelligence Inventory that will allow them to identify their strengths and weaknesses in terms of how they understand themselves and other people, and how their attitudes and responses affect them and those around them.

- **Individual Inventory Time:** Give students the Emotional Intelligence Inventory and have them work quietly through steps 1-3. Note: This is quite long, so you may need to break this up into multiple days.
- **Paired Reflection:** Once students have completed steps 1-3, put them in pairs and have them share their answers on the inventory. In pairs,
  - What similarities and differences do you and your partner have?
  - Do you agree/disagree with your results?

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- How might your levels of emotional intelligence help/hinder your ability to achieve goals?
- Brainstorm ways to strengthen your emotional intelligence and complete step 4.

Whole Group Discussion: Have pairs share out their reflections and actions to strengthen their emotional intelligence.

Closing

Timing: 5-8 Minutes

Resources/Materials:

- Closing Reflection on display

Closing Reflection: What was one question on the assessment that you found very difficult to answer? Why was it difficult?

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Name: _____ Date: _____

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Defining Identity + Self-Awareness

Emotional Intelligence Inventory

Leading across London

This self-assessment questionnaire is designed to get you thinking about the various competencies of emotional intelligence as they apply to you.

Daniel Goleman first brought 'emotional intelligence' to a wide audience with his 1995 book of that name. He found that while the qualities traditionally associated with leadership, such as intelligence, toughness, determination, and vision, are required for success, they are insufficient. Truly effective leaders are also distinguished by a high degree of emotional intelligence, which includes:

- **Self-awareness**
  - The ability to recognize what you are feeling, to understand your habitual emotional responses to events and to recognize how your emotions affect your behavior and performance.
  - When you are self-aware, you see yourself as others see you, and have a good sense of your own abilities and current limitations.
- **Managing emotions**

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- The ability to stay focused and think clearly even when experiencing powerful emotions. Being able to manage your own emotional state is essential for taking responsibility for your actions, and can save you from hasty decisions that you later regret.

- **Motivating oneself**
  - The ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks.

- **Empathy**
  - The ability to sense, understand and respond to what other people are feeling.
  - Self-awareness is essential to having empathy with others. If you are not aware of your own emotions, you will not be able to read the emotions of others.

- **Social Skill**
  - The ability to manage, influence and inspire emotions in others.
  - Being able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership.

Step 1: **Assess and score yourself on each of the questionnaire's statements using a scale where....**

1 **indicates that the statement does NOT apply at all**

3 **indicates that the statement applies about half the time**

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5 indicates that the statement ALWAYS applies to you

		Always		Sometimes		Never
1	I realize immediately when I lose my temper	1	2	3	4	5
2	I can 'reframe' bad situations quickly	1	2	3	4	5
3	I am able to always motivate myself to do difficult tasks	1	2	3	4	5
4	I am always able to see things from the other person's viewpoint	1	2	3	4	5
5	I am an excellent listener	1	2	3	4	5
6	I know when I am happy	1	2	3	4	5
7	I do not wear my 'heart on my sleeve'	1	2	3	4	5
8	I am usually able to prioritize important activities at work and get on with them	1	2	3	4	5
9	I am excellent at empathizing with someone else's problem	1	2	3	4	5
10	I never interrupt other people's conversations	1	2	3	4	5
11	I usually recognize when I am stressed	1	2	3	4	5
12	Others can rarely tell what kind of mood I am in	1	2	3	4	5
13	I always meet deadlines	1	2	3	4	5
14	I can tell if someone is not happy with me	1	2	3	4	5

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15	I am good at adapting and mixing with a variety of people	1	2	3	4	5
16	When I am being 'emotional', I am aware of this	1	2	3	4	5
17	I rarely lose my temper easily at other people	1	2	3	4	5
18	I never waste time	1	2	3	4	5
19	I can tell if a group of people is not getting along with each other	1	2	3	4	5
20	People are the most interesting thing in life for me	1	2	3	4	5
21	When I feel anxious I usually can identify the reasons why	1	2	3	4	5
22	Difficult people do not annoy me	1	2	3	4	5
23	I do not act or speak in ways that avoid situations, questions, etc...	1	2	3	4	5
24	I can usually understand why people are being difficult towards me	1	2	3	4	5
25	I love to meet new people and get to know what makes them "tick"	1	2	3	4	5
26	I always know when I'm being unreasonable	1	2	3	4	5
27	I can consciously alter my frame of mind or mood	1	2	3	4	5
28	I believe you should do the difficult things first	1	2	3	4	5
29	Other individuals are not difficult' just 'different'	1	2	3	4	5
30	I need a variety of group members to make a group task interesting	1	2	3	4	5

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31	Awareness of my own emotions is very important to me at times	1	2	3	4	5
32	I do not let stressful situations or people affect me during my own personal time	1	2	3	4	5
33	I can resist the temptation of an immediate reward for a later reward	1	2	3	4	5
34	I can understand if I am being unreasonable	1	2	3	4	5
35	I like to ask questions to find out what is important to people	1	2	3	4	5
36	I can tell if someone has upset or annoyed me	1	2	3	4	5
37	I rarely worry about work/school or life in general	1	2	3	4	5
38	I believe in taking action today and every day	1	2	3	4	5
39	I can understand why my actions sometimes offend others	1	2	3	4	5
40	I can understand why my actions sometimes offend others	1	2	3	4	5
41	I see working with difficult people as simply a challenge to win them over	1	2	3	4	5
42	I can let anger 'go' quickly so that it no longer affects me	1	2	3	4	5
43	I can hold in my emotions when I need to	1	2	3	4	5
44	I can always motivate myself when I feel low	1	2	3	4	5
45	I can sometimes see things from others' point of view	1	2	3	4	5

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After discussing the two name poems, explain to students that they will now create their own name poems. Students can use the instant name poem template, create a list poem like Danez Smith, or create a poem of a different style.

Gallery Walk: Once students have completed their name poems, have students hang these around the room for a gallery walk. Give students sticky notes to record reactions/affirmations/connections to other poems.

46	I am good at reconciling differences with other people	1	2	3	4	5
47	I know what makes me happy	1	2	3	4	5
48	Others often do not know how I am feeling about things	1	2	3	4	5
49	Motivation has been the key to my success	1	2	3	4	5
50	I generally build solid relationships with those I work with	1	2	3	4	5

Step 2: **Total and interpret your results**

- Transfer your 1/2/3/4/5 scores for the questionnaire statements in the grid below. The grid organizes the statements into the Emotional Competency lists.
- Calculate your totals in the bottom of each list

SELF AWARENESS		MANAGING EMOTIONS		MOTIVATING ONESELF		EMPATHY		SOCIAL SKILLS	
1		2		3		4		5	
6		7		8		9		10	
11		12		13		14		15	

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Activity

ARC Objectives:

- ➕ **(A) Encounter. Understand:** Examines models
- ➕ **(R) Describe + Evaluate. Discover**: Talk about feelings + thoughts related to experiences

Timing: 30-35 minutes

Resources/Materials:

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16		17		18		19		20	
21		22		23		24		25	
26		27		28		29		30	
31		32		33		34		35	
36		37		38		39		40	
41		42		43		44		45	
46		47		48		49		50	
TOTAL		TOTAL		TOTAL		TOTAL		TOTAL	

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Step 3: **Interpret and record your results for each of the emotional competencies: strengths, needs attention, or developmental priority**

- Total scores between **35-50:** *This area is a strength for you*
- Total scores between **18-34:** *This area could use a little more attention*
- Total scores between **10-17:** *Make this area a developmental priority*

	STRENGTH ***(Score: 35-50)***	***NEEDS ATTENTION*** ***(Score: 18-34)***	***DEVELOPMENT PRIORITY*** ***(Score: 10-17)***
SELF AWARENESS			
MANAGING EMOTIONS			
MOTIVATING ONESELF			
EMPATHY			
SOCIAL SKILLS			

Step 4: **Consider your results and identify 1-2 actions you can take immediately to strengthen your emotional intelligence**

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Emotional Competency:	Emotional Competency:
Actions I can take to strengthen it:	Actions I can take to strengthen it:

Embarc

Introduction to Identity

The Power of a Name

Opening

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Timing: 5-8 Minutes

Resources/Materials:

- ○ Journal prompt on display

Journal:

1. Have you ever learned the meaning of your name?
2. Do you know why you were given your name? Is there any history in your name?
3. Has anyone ever mispronounced your name and you didn't correct them? If so, why didn't you correct them?
4. How do you think names help to define our identities?

- ○

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